Haghill Park Nursery Class
Day Care of Children

415 Cumbernauld Road
Glasgow
G31 3LS

Telephone: 01415 543 780

Type of inspection:
Unannounced

Completed on:
20 May 2026

Service provided by:
Glasgow City Council

Service provider number:
SP2003003390

Service no:
CS2003014803

About the service

Haghill Park Nursery Class is a day care of children service located in the East End of Glasgow. The service is registered to provide care to a maximum of 40 children aged three years to not yet attending school. At the time of inspection there were 37 children present on the first day and 38 children present on the second day.

Children's accommodation consisted of a spacious main playroom, secure garden space and a large, natural outdoor area. Children have access to wider school facilities such as, the gym hall, pitch and larger playground. The service is close to local amenities such as, Alexandra Park, libraries, shops and transport links.

About the inspection

This was an unannounced which took place on 19 and 20 May 2026. The inspection was carried out by one inspector from the Care Inspectorate.

To prepare for the inspection we reviewed information about this service. This included previous inspection findings, registration information, information submitted by the service and intelligence gathered since the last inspection.

In making our evaluations of the service we:

- spoke with children people using the service
- spoke with four families and reviewed electronic feedback from 15 families
- spoke with staff and management
- observed practice and daily life
- reviewed documents
- reviewed electronic feedback from other professionals
- assessed core assurances.

As part of our inspections, we assess core assurances. Core assurances are checks we make to ensure children are safe, the physical environment is well maintained and that the service is operating legally. At the time of this inspection, no improvements were identified relating to core assurances.

Key messages

- Staff were warm, loving and nurturing in their interactions with children.
- Individualised approaches to transition supported children's emotional wellbeing.
- Children were confident, deeply engaged in quality experiences and having fun.
- Rich family engagement opportunities supported strong relationships within the service.
- Quality assurance, self-evaluation and improvement were meaningful and having a positive impact on outcomes for children and families.
- Management and staff were committed to ensuring they were a highly skilled and confident team who worked well together to provide a high quality service for children and their families.

From this inspection we evaluated this service as:

In evaluating quality, we use a six point scale where 1 is unsatisfactory and 6 is excellent

Leadership	5 - Very Good
Children play and learn	5 - Very Good
Children are supported to achieve	5 - Very Good

Further details on the particular areas inspected are provided at the end of this report.

Leadership 5 - Very Good

Leadership and management of resources

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Leaders and staff were highly committed, motivated and professional, which contributed to a nurturing, well organised and child centred environment. The setting's vision, values and aims had been reviewed in meaningful partnership with staff, children and families. This collaborative process ensured that the shared vision genuinely reflected what mattered most to the whole community.

Key aims, such as, creating a welcoming and inclusive environment where children are happy and safe, were clearly embedded in daily practice and reflected the ethos of the setting. As a result, children experienced warm, trusting relationships and a high quality learning environment that supported their wellbeing, confidence and engagement.

Ongoing self-evaluation was taking place against the national frameworks and guidance. This provided opportunities for staff to reflect on practice and enabled the setting to identify meaningful areas for development and create clear priorities for improvement. The pace of change was carefully considered, ensuring all staff were included and contributed to the improvement journey together. This allowed for meaningful reflection, deeper engagement with improvement priorities and sustained progress over time.

For example, staff had been working closely with other professionals to develop approaches to transitions. This included training in the nurture principle, 'the importance of transitions in children's lives. This collaborative approach had strengthened staff knowledge, skills and confidence, and resulted in robust processes that supported high quality practice. As a result, children experienced well planned, highly individualised transitions that supported their emotional wellbeing and sense of security.

A collaborative approach to self-evaluation was embedded across the service, with children, families, and staff actively encouraged to contribute to its development. Feedback was routinely gathered through a range of methods and used effectively to inform planning and improvement activity. One parent shared with us, "We are given regular opportunities to share our views through questionnaires and daily chats at pickup. It's nice to know that our opinions are welcomed as the service grows and develops." Children's ideas, thoughts and opinions were captured through environmental displays, mind maps and floor books. This sent the message their voice mattered.

To further enhance consultation processes, we suggested that the service share actions taken in response to family feedback through the nursery newsletter. This would demonstrate to families how their views had directly influenced change and improvement within the setting.

Leadership was encouraged at all levels, creating a culture where staff felt included, empowered and valued. They were given meaningful opportunities to lead change by taking responsibility for priorities within the setting's improvement plan. Staff led targeted initiatives to enhance children's literacy skills. This included a focus on children's emergent writing skills. This had led to increased opportunities for mark making throughout the indoor and outdoor environment. Children enjoyed writing for a purpose by creating their own books, menus and signing themselves into nursery. This had positively impacted on children's

developing writing skills, and their progression could be clearly seen throughout their individual writing skills books.

Leaders understood the importance of building and sustaining a strong professional team. Induction processes supported new staff to develop their awareness of the setting and needs of the children. This provided a clear overview of their role and responsibilities and helped them to meet children's needs.

Staff were skilled and experienced in their role. Appraisals had been used to identify individual training needs. Staff shared their learning through peer modelling and sharing knowledge with colleagues. They were able to reflect on the impact of their professional learning, describing increased confidence in using language to promote children's rights, gender equal thinking and to support children in identifying and regulating their emotions. This was clearly evident in practice, where children were observed expressing their feelings more confidently and using strategies to manage their emotions.

Children play and learn 5 - Very Good

Playing, learning and developing

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Children experienced a richly resourced, enabling environment where their right to play was fully realised. They demonstrated high levels of engagement and motivation across a variety of play experiences. The service was thoughtfully designed and resourced to spark curiosity, imagination and creativity. This supported children's confidence in exploring play spaces, that promoted their independence and ownership of their learning. Parents and children spoke positively of learning opportunities. Some of their comments included:

"Our [child] has so many amazing opportunities within nursery from Bookbug, local walks and trips, sponsored walks, stay and plays. Opportunities to learn about all different cultures, tasting new foods."

"I am floored by the variety of experiences my child receives here. From access to the gym hall to run around and play sports, to the gymnastics facility they have. The garden is also excellent. They have such varied activities every day."

"My child loved getting to hammer nails and learning that [they] were called a joiner. Which I thought was great."

"I like playing with my friends and I love the bikes."

"I like playing football."

Children benefited from free flow access to outdoors and made good use of all the space in the outdoor area. Children were confident in leading their own play outdoors and were fully engaged in play. For example, children were having fun as they danced and sung on the stage, stamped in the mud and chased each other. This contributed to positive relationships and strengthened friendships. Children had opportunities to develop their physical skills and movements, as they walked along logs, rode bikes and played football. Children's outdoor learning was further enhanced through opportunities to access

'adventure alley'; a large natural grassy space with trees and loose part materials. This offered opportunities for den building, climbing trees, swinging on ropes and making camp fires.

Children's developmental progress within language, literacy and numeracy featured strongly within the work of the setting. Staff had designated champion roles and had worked hard to ensure opportunities for children were threaded throughout the environment and embedded in staff practice. For example, children were deeply engaged in writing letters and making their own books, and their communication skills were being developed in a creative and fun way as they used string telephones they had made to talk with each other.

Children's skills were further enhanced through focussed maths and literacy family groups, including play along maths and family Bookbug sessions. The setting carefully tracked and assessed children's progress and found approaches were positively contributing to children's attainment in numeracy and literacy.

Staff demonstrated a good understanding of child development which enabled them to offer challenge and support to children. This was further enhanced through staff responding to children's interests and facilitating their play choices throughout the day. Staff skilfully engaged with children using a balance of comments and questions, such as, 'what do you need?' and 'what will happen?'. This encouraged children's creative thinking and sustained interest in their learning. As a result children were deeply engaged in play for prolonged periods of time.

Children experienced a balance of planned and spontaneous high-quality play and learning opportunities. Staff used observations, information from developmental trackers, parents suggestions and children's ideas to plan for their learning. This supported learning to be meaningful for children, and based on their stage of development. Children's learning was recorded and shared through online learning journals, which meaningfully involved parents, supported learning to be continued at home and celebrated children's achievements.

Children's play, learning and development was enriched through strong connections to the local and wider community. Children had visited the local library for a story telling session with a book author and had recently enjoyed a trip to the Royal Concert Hall for a sing-along music performance.

Children are supported to achieve — 5 - Very Good

Nurturing care and support

We found major strengths in this aspect of the setting's work and identified very few areas for improvement, therefore we evaluated this quality indicator as very good.

Children were supported with caring, nurturing and respectful interactions that supported their overall wellbeing. Children received cuddles, reassurance and care from staff that knew them well. This fostered strong attachments between staff and children. Consent was routinely sought from children, reinforcing a culture of respect and trust in line with respecting the rights of children. This helped children feel safe, respected and loved.

Staff shared a strong commitment to nurturing, care and support and used a variety of ways to ensure children's wellbeing was consistently supported. Approaches included, use of the colour monster story and props, and 'Think Equal' (a programme that teaches children empathy, kindness and emotional regulation).

This encouraged children to identify and talk about their feelings with others and equipped them with strategies to support their emotional regulation.

Children and families were at the heart of the service. Staff took time to get to know children and their families well, promoting positive relationships. This was enhanced through meaningful family engagement approaches which included, stay and play sessions, cultural celebrations and parents visiting to play musical instruments. This contributed to trusting relationships between children, families and staff. All parents strongly agreed they were very happy with the service, and the care their child received. Some of their comments included:

"Staff are some of the best people I have ever met - kind, understanding, assertive, excellent role models for my child."

"My child really loves the nursery and looks forward to going each day. There is a really good atmosphere at the nursery, it feels calm and inviting with many different ways of learning. The staff are very good at their jobs, full of patience and love for the children."

"The most positive aspect is my [child's] relationships with the staff. How the staff treat my child means everything to me. I can see by the way my [child] talks to them that they are meeting [their] needs, and helping [them] to grow into a confident human."

Children's wellbeing and development was supported through strong personal planning. Plans included, their likes, dislikes, dietary needs and language spoken. Plans were regularly updated in collaboration with parents and carers to reflect progress and changes in children's lives. This helped identify strategies to support children's wellbeing progression in their development. Staff worked closely with families and other professionals to identify strategies and goals to support children with additional support needs. This supported staff to provide care and support that was right for all children. As a result all children were making progress at a pace that was right for them and supported them to flourish as individuals.

Children enjoyed mealtimes that were relaxed and unhurried. Children were well established in routines and had opportunities to develop independence and life skills through self-serving food, pouring drinks and tidying away their things. Staff sat alongside children to ensure their safety whilst eating and engaged them in social chat and conversations. This made lunch an enjoyable and sociable experience for children.

Transitions featured strongly in the work of the setting. Staff had engaged in training and research to develop approaches to transitions. Staff spoke very positively about the impact of home visits, noting that they helped establish trusting and supportive relationships with children and families prior to starting. Staff planned transitions on an individual basis to ensure they met the specific needs of each child and family. This provided a highly individualised approach that supported children's emotional wellbeing and sense of security.

Families were supported more widely to access a range of support services within their local community that improved family life and ability to deal with challenges. This contributed to supporting positive outcomes for children and their families.

Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at www.careinspectorate.com.

Detailed evaluations

Leadership	5 - Very Good
Leadership and management of staff and resources	5 - Very Good

Children play and learn	5 - Very Good
Playing, learning and developing	5 - Very Good

Children are supported to achieve	5 - Very Good
Nurturing care and support	5 - Very Good

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